



## Structure and Politics of the Global Forest Sector SG0247, 10310.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anders Roos

### Evaluation report

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**Evaluation period: 2023-10-23 - 2023-11-13**

Answers 7

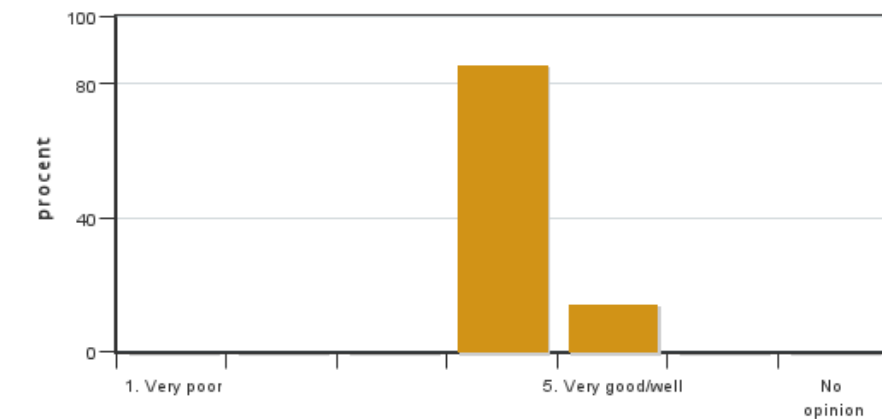
Number of students 15

Answer frequency 46 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:

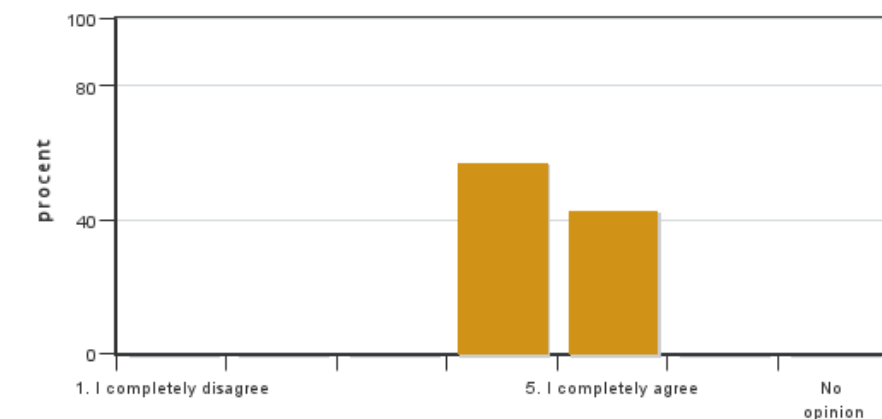


Answers: 7  
Medel: 4,1  
Median: 4

1: 0  
2: 0  
3: 0  
4: 6  
5: 1

No opinion: 0

#### 2. I found the course content to have clear links to the learning objectives of the course.

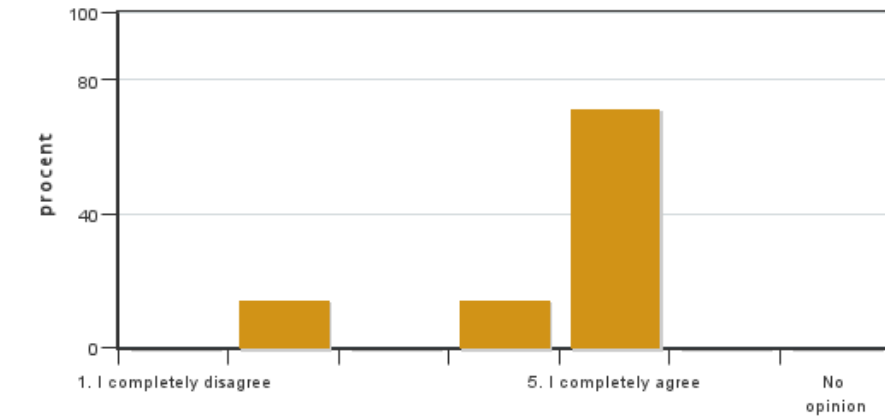


Answers: 7  
Medel: 4,4  
Median: 4

1: 0  
2: 0  
3: 0  
4: 4  
5: 3

No opinion: 0

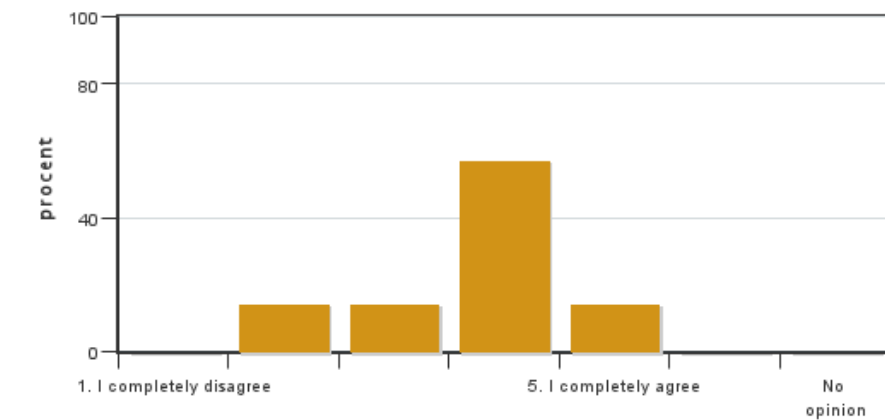
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 7  
 Medel: 4,4  
 Median: 5

1: 0  
 2: 1  
 3: 0  
 4: 1  
 5: 5  
 No opinion: 0

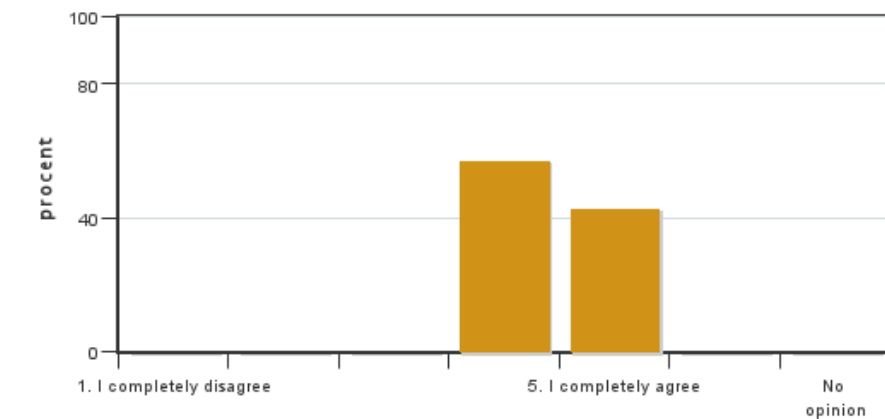
**4. The information about the course was easily accessible.**



Answers: 7  
 Medel: 3,7  
 Median: 4

1: 0  
 2: 1  
 3: 1  
 4: 4  
 5: 1  
 No opinion: 0

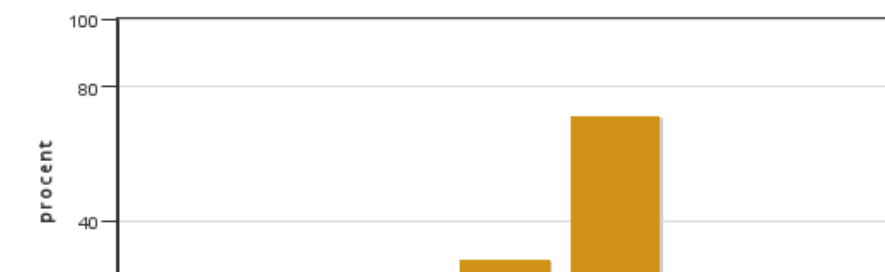
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 7  
 Medel: 4,4  
 Median: 4

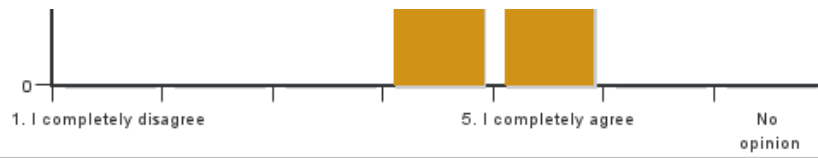
1: 0  
 2: 0  
 3: 0  
 4: 4  
 5: 3  
 No opinion: 0

**6. The social learning environment has been inclusive, respecting differences of opinion.**



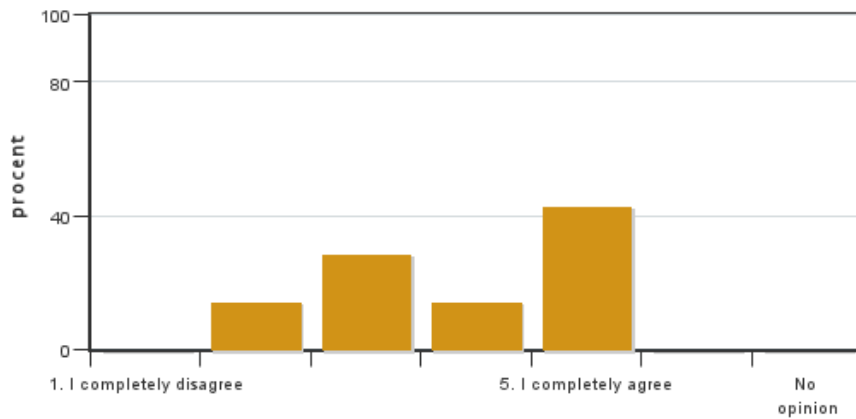
Answers: 7  
 Medel: 4,7  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 2  
 5: 5



No opinion: 0

**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**

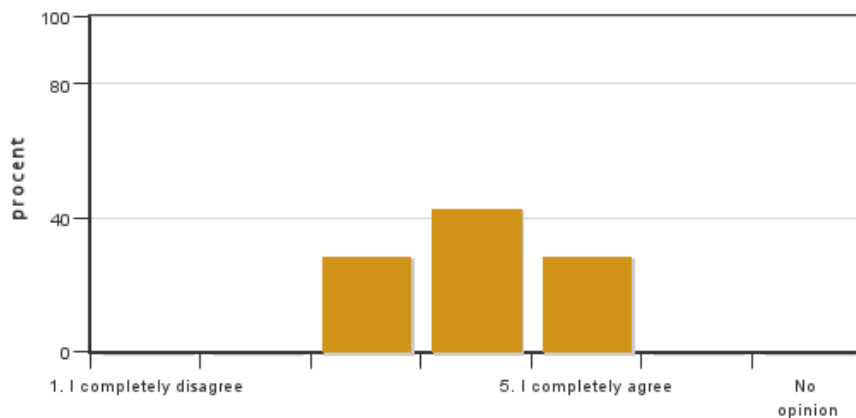


Answers: 7  
Medel: 3,9  
Median: 4

1: 0  
2: 1  
3: 2  
4: 1  
5: 3

No opinion: 0

**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**

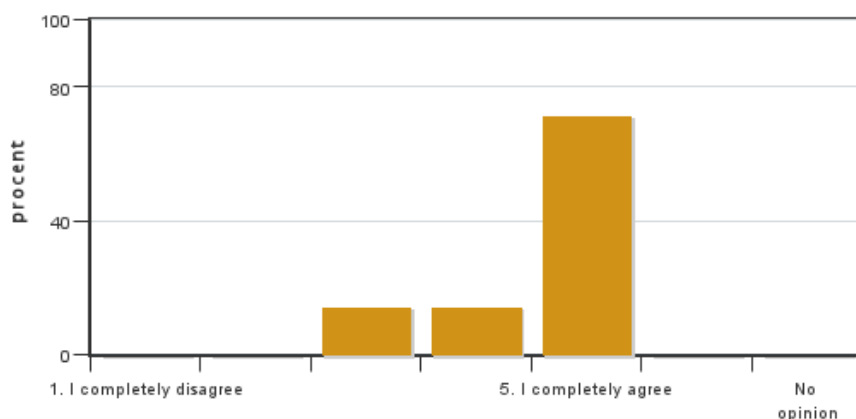


Answers: 7  
Medel: 4,0  
Median: 4

1: 0  
2: 0  
3: 2  
4: 3  
5: 2

No opinion: 0

**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**

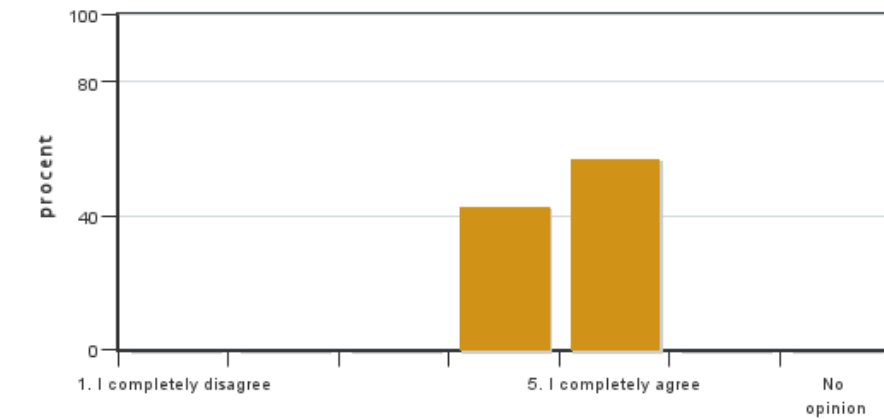


Answers: 7  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 1  
4: 1  
5: 5

No opinion: 0

**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**

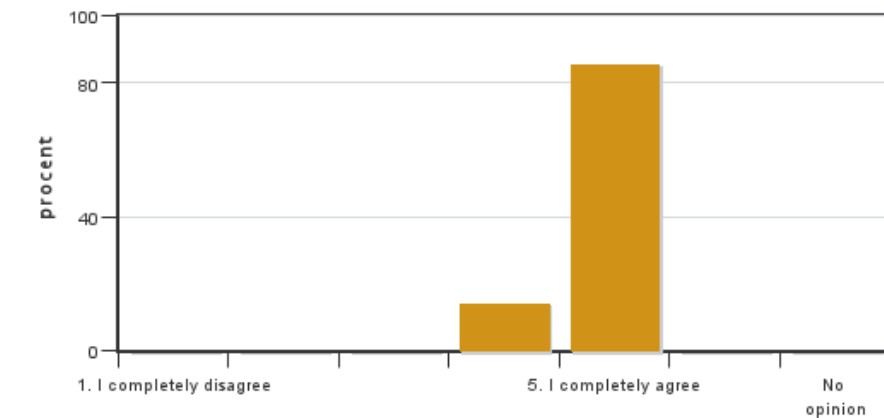


Answers: 7  
 Medel: 4,6  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 3  
 5: 4

No opinion: 0

**11. The course covered international perspectives.**

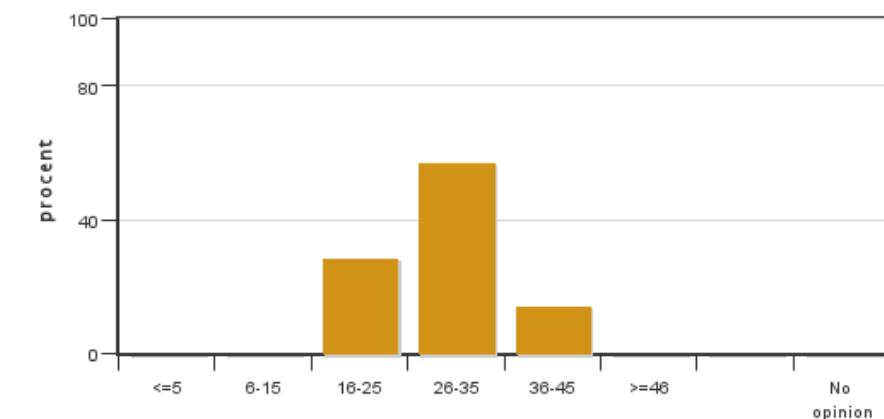


Answers: 7  
 Medel: 4,9  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 1  
 5: 6

No opinion: 0

**12. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 7  
 Medel: 28,6  
 Median: 26-35

≤5: 0  
 6-15: 0  
 16-25: 2  
 26-35: 4  
 36-45: 1  
 ≥46: 0

No opinion: 0

## Course leaders comments

Given the course's upcoming split, some comments may not apply to future planning. The answers on the individual questions revealed the following:

1. Overall impression score is high; credit to both teachers and students!
2. The course's coherence is indicated by a favourable score, signifying its relevance.
3. One student's knowledge deficiency is mentioned without elaboration (could be weak insights about forest industry, forests, livelihoods, or policy).
4. Common student feedback on Canvas structure suggests a need for a well-organized page.
5. Some students more diligent assignment reviews; teachers are encouraged to provide both critical comments and appreciation.
6. Positive feedback on the course's inclusive climate.

7. Classroom connection issues noted; to be forwarded to course service.
8. The exam deemed acceptable, but grading principles need clarification for both exams and assignments.
9. High inclusion of SDGs; some students desire more emphasis on social and ecological aspects. Questions: 10-12. No specific comments were provided.

Suggested Improvements:

1. Enhance the Canvas page structure.
2. Maintain regular assignments with detailed feedback; encourage peer feedback if time constraints arise.
3. Simplify grading principles for assignments, emphasizing effort and learning process rather than perfection. However, the written exam can be seen as a test.
4. Clarify the global scope of the course; and that examples may vary yearly based on circumstances.

## Student representatives comments

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The course evaluation is, overall, aligned with the expectations I had about it.

Regarding the answer "disagree" to question 3), considering that there are no further comments, I'm not sure what the concerned student was referring to. In my personal case, with no prior background in forestry, my knowledge was sufficient to benefit from the course. The Excel exercises were not simple for someone with little experience with the program, although I believe that the training we had during class was enough to understand the necessary steps to complete the requested graphs, and Per was a very good asset for that matter. Moreover, there are some technicalities and terms that are not easy to follow, mostly related to production processes and products produced by the forest industry, but in relation to that we mainly had an overview and it was not so important for the evaluation. However, it is legitimate that other students do not feel the same.

In relation to question 4), I agree with the comments. It was useful to have shortcuts to the different modules in the subsection "Home" of the Canvas page of the course, however, everything ended up being all mixed up. First appears Module 3, followed by Module 2, About the course, Module 1, Module 4 and Module 5. Moreover, it is helpful to do something similar as in Module 4, where the documents were separated by "Lectures" or "Literature", instead of having everything mixed. This was specifically annoying for Module 1 and Module 3. Additionally, creating a sub pastes in "Literature", for mandatory readings and suggested readings would also help. Organization is key in finding the needed information and the Canvas page was lacking that.

As for question 5), I also agree that there were a lot of assignments, although this was not a problem for me either. However, it would have been great if we actually had proper feedback on the reports written. Some of us put a lot of effort into them and the feedback was very little. The feedback I got for Assignment 1 was literally "well written and good". I understand that lecturers lack time, but if the students are asked to dedicate themselves to something, the minimum should be for us to know what we can do better next time. The assignments should not be only about presenting information and analyzing it, but also about learning how to present that same information in the best way possible.

Regarding question 6), I agree with the comment about the friendliness of the lecturers. Some are definitely way more successful in grabbing the students' attention, but that just has to do with teaching methods and personalities, and each one has its own. However, there was one specific moment where I felt that inclusiveness and cultural sensitivity were not respected. This happened during the presentation of Assignment 3 of one of the groups. One of the person's presentation was referring to the fact that in China food delivery has been increasing exponentially in the last years and this could be an opportunity for the packaging industry. The person added that she did not know why this was happening, however, she finished by stating "I guess they are lazy". This shows a lack of empathy and awareness of the context (of the same country that person has been studying for weeks), considering that people in big cities in China might commute 4 hours a day, work 12 hours and maybe do not have time to eat, even less to cook. I was shocked by this comment and sad by the fact that none of the lecturers present said a word about it. This might not be a reality in Sweden, although in Umea we had colleagues from Southeast Asia watching the presentation and the Chinese reality might be comparable to their own, in that sense. My recommendation for future situations like this is for the lecturers to bring attention to attitudes like the one described.

The comments to question 7) point to the fact that the internet connection in Sal H was very unstable and sometimes not working for the whole time. This was an issue especially during training in Excel, where we had to download data from the FAO website. It is something that needs to be fixed.

In regards to question 8), I believe the exam's structure and questions were good and 3 hours were just enough to write it. I personally did not develop the last question as much as I would have liked to, but I think that if I managed my time better, I could have made it. Moreover, I agree with the second and third comments on this question. The group works should have been graded higher considering the effort most students put into it. I think the grading, in general, was a bit confusing since it is difficult to imagine how the lecturers for the different modules graded the "active participation in dialogues" and "assignments and presentations", both from 0% to 20%, considering the huge differences between the students in these two criteria.

I was the one commenting and grading question 9) with a 3. I believe that, in the future, more time should be

dedicated to the informal forestry sector, as well as a better inclusion of different perspectives on forest industry and production, and not only the business side of it.

Lastly, in relation to question 11), I also believe that including more countries could be beneficial to understanding the importance of wood-based products in different regions. However, given the reduced amount of students attending the course, it would have been difficult to explore more than the biggest players when it comes to production, consumption, imports and exports.

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